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ABSTRACT

The administrative and functional organization of higher education consortia are discussed. The need for cooperation between individual institutions has been established; one lone institution cannot encompass all knowledge generated. The rapid growth of consortia has generated extensive services, funding sources, developmental activities, community activities, and research developments. Typical types of commitments are either legislated by state, county, or district systems or by interstate or bilateral agreements; or non-legislated through funding associations, political action groups, or agreements for academic purposes. Administrative organization varies according to size, function, and location with effectiveness depending largely on the degree of conflict between commitment of the institutions to cooperation and traditional institutional autonomy. Functions and nature of two types of administrative organization are explored; one stressing the autonomy of the separate institutions, the other setting goals and objectives drawing not only from the consortia itself but from outside sources as well. Successful consortia arrangement requires clear purpose identification, careful supportive planning, and realistic operations. This entails, among other things, identifying and ordering values to establish educational priorities, providing support for cooperative activities, and evaluating cooperative efforts periodically. A 52-item bibliography is appended. (PHR)

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HIGHER EDUCATIONAL CONSORTIA ORGANIZATION: FUNCTIONAL STRUCTURES OF ADMINISTRATION AND MANAGEMENT

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I. INTRODUCTION

Cooperation among colleges and universities is increasing at an accelerated pace. Whether by governmental mandate or on their own initiative, joint ventures are developing to solve problems individual institutions can no longer solve by themselves. Society is demanding that higher education provide more courses, services, facilities, and equipment. Individual campuses cannot afford to fulfill these demands in today's inflated economy. Through legislation and new funding procedures, agencies are encouraging institutions of higher education and post-secondary education to work together for solutions to common problems. Private foundations are taking a closer look at the production and performance records of the cooperative efforts previously supported. They are questioning the improvements that this support has generated. The pressure for more campus-community interchange and for more real-life experiences is making the individual campus outdated. Administrators and managers also realize that they will be unable to participate in the financial gains made possible by high cost technological advances, such as educational television and computer systems, within the budget limitations of an individual institution. The knowledge explosion has made many single schools realize that one lone institution cannot encompass all the knowledge generated by man. The futility of the efforts to attempt to duplicate specialized sources is becoming extremely obvious. These pressures have forced many colleges and universities into voluntary joint efforts of some sort.

Cooperative efforts vary as greatly as the types of institutions themselves. These agreements range all the way from informal associations to formal consortia. Traditional management techniques have developed to meet these new demands and purposes. When cooperative efforts were used to provide a single program or activity, the organization of the cooperative consisted of a Board of Directors made up of the presidents or chief academic officers of the individual member colleges. The Board would then employ an executive director, who

often was a part-time employee of one of the institutions working in the most centrally-located institution. This organization served to generate maximum autonomy while reducing the operating cost of the consortium. This traditional organization has been forced to change by the expanded nature of the services provided by the cooperatives.

Rapid growth of consortia has generated an extensive vista of services, funding sources, developmental activities, community activities, and research developments. These services have resulted in a general classification system based upon either types of activities, or types of goals the cooperative pursues. The Academy of Educational Development classifies consortia by the kinds of activities.

1. Administrative and business services
2. Enrollments and admissions
3. Academic programs
4. Libraries
5. Student services
6. Faculty
7. Community services
   (AED, 1972)

The American Association for Higher Education (AAHE) emphasizes geographic location in conjunction with the activities. AAHE includes the state, regional, national, and international organizations as well as the specialized purpose arrangements (AAHE, 1974). As this paper deals with current management trends, the AAHE taxonomy will be used, as it is more descriptive of the organizational trends from 1968 to 1974.

The variety of arrangements an individual institution may be involved with may be best simplified by breaking down some typical types of commitments.

Legislated or Involuntary
1. State, county, or district systems
2. Interstate agreements
3. Bilateral agreements

Non-Legislated or Voluntary
1. Funding associations
2. Political action organizations
3. Agreements for academic purposes

The point is belabored, with cause. The diversity in types of cooperative arrangements, the complexity of functions, and the overlapping of functions and memberships does not encourage exclusive-inclusive categorization. Moore (1968) enumerated 1,017 existing consortia including over 1,500 institutions. Included as "consortia" were:

637 bilateral arrangements
596 without a separate budget
"X" single purpose agreements

This study illustrates the variety, but does little to identify specific organizational features or purposes of these arrangements.

Current observations of the organization in smaller, multi-purpose cooperative ventures indicate that administration of central staff and activities is being conducted in an increasingly autonomous manner. Board members typically come from member institutions, but now often include community, governmental, or foundation representatives. The executive director operates an office completely separate from the facilities of member institutions, staffed by full-time employees provided for in a budget from funds generated from a variety of sources. This consortia autonomy has divorced the interinstitutional squabbles from the purposes of the arrangement. The degree of success rests upon the consortium administrator's skill in management and business activities, this skill being judged by member institutions' participation and by the amount of external funds generated in addition to the degree that social expectations are met.

II. ADMINISTRATIVE ORGANIZATION

Consortia administrative structures vary according to size, function, and location. Effectiveness of administration depends upon the degree of conflict between commitment of the institutions to cooperation and traditional institutional autonomy. Franklin Patterson (1974, pp. 119-120) ascribes the cause for many disparities to individual institutional leaders and faculties. Presidents are often highly supportive of the concept of cooperation in the "easy

things", but extremely reluctant when an executive director broaches programs that may mean giving up a significant separate institutional ambition. The cooperative organization then assumes a role in the conflict between effective operation of the consortium and individual institutional goals. Drucker (1974, pp. 572-591) points out the organizational advantages of limited size in any organization, especially one with many diverse missions. Decentralized management often supports effective operations. The main stumbling block in the smaller, multi-purpose consortium is the composition of the board of directors.

Board members of smaller, multi-purpose consortia are usually presidents or chief academic officers of the individual institutions. An organization of this nature assumes that leadership should come only from the campuses of individual institutions (Patterson, L., 1970, p. 5). This concept then supports the idea of local institutional autonomy, limiting the amount and variety of support provided to the consortium. This composition of board members encourages the search for fulfillment of individual needs, rather than cooperative goals. While the value of institutional autonomy lies in the protection it gives education against standardization and increased external controls (Orwig, pp. 143-154), economics and social changes are currently dictating that this classical administrative and academic model be changed (Patterson, F., p. 120). Assuming value is placed upon autonomy, which it does in many multi-purpose institutions (ACM, GLCA, CPC), the organization of a central staff becomes relatively unimportant. A second or third level administrator could be employed to coordinate the campus' requests and directives. This would then allow power to be used and exhibited by the true controlling body--the board of directors (i.e., the institutional presidents).

The other concept of consortia leadership is rather institutional in nature. A cooperative central staff should have leadership and professional abilities equal to, or greater than, those found in the member institutions themselves.

The board of directors for any cooperative venture then changes in concept and role. Its task then becomes one of setting goals and objectives to be achieved using the resources available from all components, including sources outside the membership. The Association of Colleges and Universities for Interinstitutional-Intercultural Studies (ACUIIS) incorporates directors representing external sources into two of its 8-23 directorships. These representatives are from the United Methodist Division of Higher Education and the United Methodist Board of Higher Education and Ministry, a prime funding source. In the ACUIIS Bylaws and Articles of Incorporation, the duties of the Board of Directors are defined as:

> "The concerns, direction, and management of the affairs of the corporation shall be vested in a Board of Directors...who shall pursue such policies and principles...as may be necessary to carry out its purposes." (ACUIIS, Bylaws, p. 5)

In this organization, the executive director then is charged with the specific responsibilities as an administrative officer:

> "The executive director shall be the chief administrative officer of the corporation and shall be responsible for the execution of such plans and policies as authorized by the Board of Directors or the executive committee....He shall make an annual report...prepare and recommend to the Board of Directors an annual budget...explore with faculty members, department chairmen, deans, and administrators regarding coordination among them...plan and execute projects...convene meetings...arrange programs...accept gifts, grants, bequests, devices, and contributions...plan and arrange for the use, lease, or purchase of office facilities and equipment...serve as the admissions officer for participants in corporation projects...act in consultation with accrediting agencies...select and employ staff leadership...publish and distribute materials ...participate in meetings and conferences...facilitate the development of international perspectives and content in educational programs of member institutions; and such other duties as are necessary." (ACUIIS, Bylaws, pp. 11-12)

These broad responsibilities, resulting from a corporate form of organization, encourages the maximum productive effort from the consortium director. This policy then charges the chief administrative officer with the responsibility of surveying the broad perspective unavailable to individual members. Having this view, he then shares his insights and makes specific recommendations supporting the cooperative purposes. This leadership reflects the elements of Drucker's "Democratic Management" (p. 493).

An organizational form should include elements conducive to advancing the unified goals and objectives of the consortium. If the joint efforts are restrained, specialized, and limited, the control may best be retained by the autonomous institutions. However, if the venture expects to develop and grow, the central administration must be given the funds and power with which to develop an organization that best achieves these ends.

Central staff functions vary greatly. Several consortia have developed a core central office staff to administer the cooperative programs (ACUIIS, ACHE, DMVC). Lewis Patterson states the advantages:

1. The sensitivity and complexity of interinstitutional cooperation encourages professional administrative leadership.
2. Cooperative programs will be utilized more fully by all of the participating institutions if lodged with a "neutral" agency in a central location.
3. When a particular institution's needs and requests exceed the resources available, a centralized staff, functioning from a central office, will more nearly ensure an equitable sharing of the program's resources.
4. Programs centralized geographically frequently are more effectively and economically administered.
5. Centralized staffing will more likely ensure adequate preparation before and follow-through after an activity.
6. Interinstitutional confidence in new program development may be enhanced and facilitated by a central staff who again are considered neutral.

(1970, p. 6)

Another argument to consider is that a central location could develop facilities for cooperative use which individual institutions would be unable to utilize or finance to maximum effectiveness. A computer system could be located in a central office, with necessary supportive services. Each individual institution would have a terminal(s) without the need to use or finance the complete package. Highly specialized experts could also be used in this manner. The cooperative funds would be used to hire specialists whose services could be

shared by individual institutions. This centralized operation would be most beneficial following Drucker's model of task-focused design (1974, pp. 567-571).

In other situations, a decentralized organization would be best suited for fulfilling the goals of the consortium. When services are provided on individual campuses, the cost factor is reduced for capital outlay and possibly salaries. Overall cost in a long-range budget is reduced; though short-range costs may rise for the institutions, unless it has facilities not committed to other uses. A decentralized location would encourage the incorporation of the cooperative program into the total curricular offerings of the institutions (Kast, 1970, p. 458). A campus would be more likely to utilize these programs if they had high availability to the faculty members. In fact, the origination and development of new ideas may be best encouraged if the innovation is developed on the campuses where the need was paramount in the formulation of a new program. This enthusiasm would assist the program to reach full fruition (Patterson, L., 1970, p. 6).

This form of organization is best illustrated by the Central Pennsylvania Consortium (CPC). In this consortium, the 1969 Board (the four college presidents) authorized staffing of the central office with one professional and one clerical position, an organization which it still maintains. But many faculty members and administrators of individual institutions have served and continue to serve on a multitude of committees, panels, and boards (Patterson, L., 1973, p. 5). These efforts have resulted in campus-based programs in admissions, development, international studies, Latin American studies, South Asian studies, student exchange, summer sessions, library, student services, student placement, cultural affairs, computers, and the CPC literary magazine. Several projects have developed to the point that they are located off-campus, but are coordinated by the CPC central staff--annual high school counselor visitation and the joint monthly calendar of events (a shared cultural activity program). Others originating from within the central office staff required advanced degrees of expertise

and direction. These programs have been assigned to program directors from member institutions--the Harrisburg Urban Semester, the Summer and Semester Programs in India, the Colombia Semester Program, and the Summer Theatre Practicum (CPC, p. 2). This trend toward campus control seems common to the consortium of small size and limited geographical domain.

The middle ground between these forms uses cooperation to strengthen internal planning procedures, as well as external relations. A larger group, geographically scattered, can exert greater impact on increasingly influential regulatory agencies than could any single individual institution. The Union for Experimenting Colleges and Universities (UECU) follows this model. Central staff activities for the university without walls, workshops, consultations, development of assessment procedures, research, media/technology development, and other common concerns are carried on at a central location at Yellow Springs, Ohio. The results of these activities are then transmitted to the individual member institutions by various delivery systems including ITV, publications, traveling workshops, staff resource people, and other techniques (UECU, History and Activities of the Union, p. 4). This form of organization encourages the development of techniques and technology which satisfy the needs of the thirty-three (33) member institutions. This unity also generated enough singularity of purpose to overcome the more traditional objections of the accreditation organizations to innovative concepts (NCACSC, May 1972, p. 2), which resulted in an extensive external degree program, University Without Walls, granting degrees in the name of the consortium.

The UECU University Without Walls external degree program allows students to share in the educational experiences (on-campus, vocational experience, off-campus) of member institutions, often without setting foot on the grounds of the institutions. This provision for the education of students wherever they may be--at work, in homes, through internships, independent study, or field experiences,

within areas of special social problems, at one or more colleges, and in travel and service abroad, is an exciting new idea developed by a cooperative agreement (UNESCO, 1971, p. 2). This program is funded by a variety of sources: U.S. National Commission for UNESCO, Ford Foundation, U.S. Office of Education, and UECU. These funding agencies are represented in the organization in various ways. The Board of Directors are the presidents of the member institutions, but funding contracts provide accountability from the independent agencies (UWW, p. 4). This program is controlled by the central office staff, but the program operates on the campuses of the twenty (20) participating schools. These participants represent small, private liberal arts schools (Stephens College) through major state universities (University of Minnesota). The cooperative has provided the organization needed for the UWW program to develop into a major innovative educational force--a task that a single institution would find difficult, if not impossible.

Staff functions depend upon the purposes of the cooperative. If the consortium is power-driven (see Figure 1), the organization will reflect a large central office staff providing central services of a concrete nature. If the cooperative venture is purpose-oriented (see Figure 2), the central staff will be very small, using the facilities, faculty, and expertise from individual campuses. In operations extending over wide geographic areas, a combination of these forms will be found to provide a central administrative center which gives the services and coordination required to develop student programs of an abstract nature by drawing upon the expert advice and interest of the local faculty and administration.

III. FUNCTIONAL ORGANIZATION

Drucker identifies three types of work requiring different organizational forms:

Figure 1
POWER-DRIVEN
ORGANIZATION

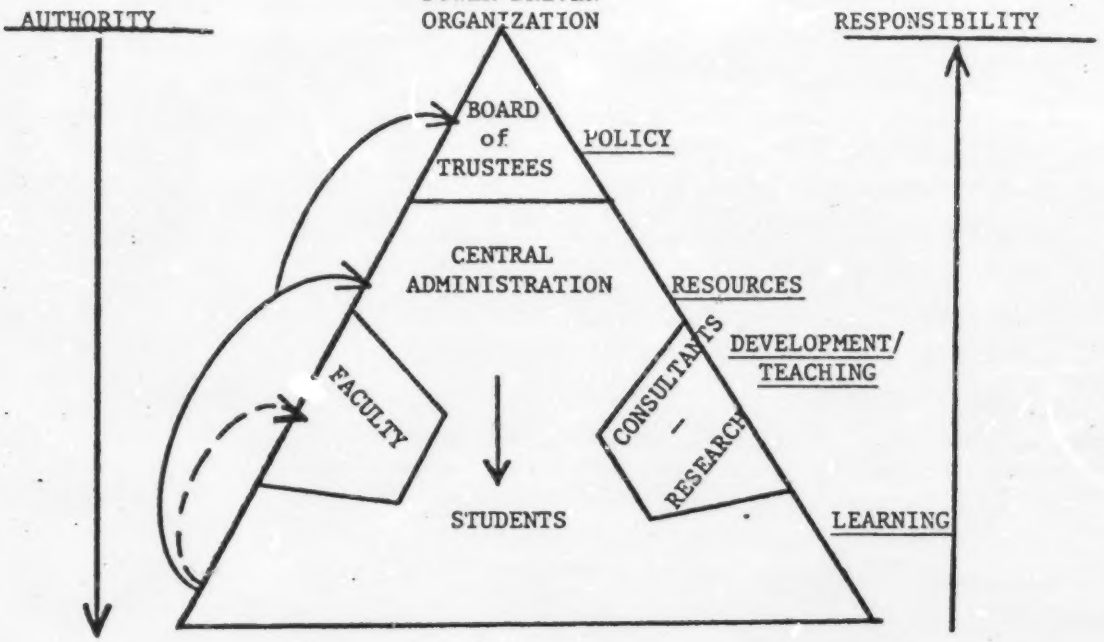
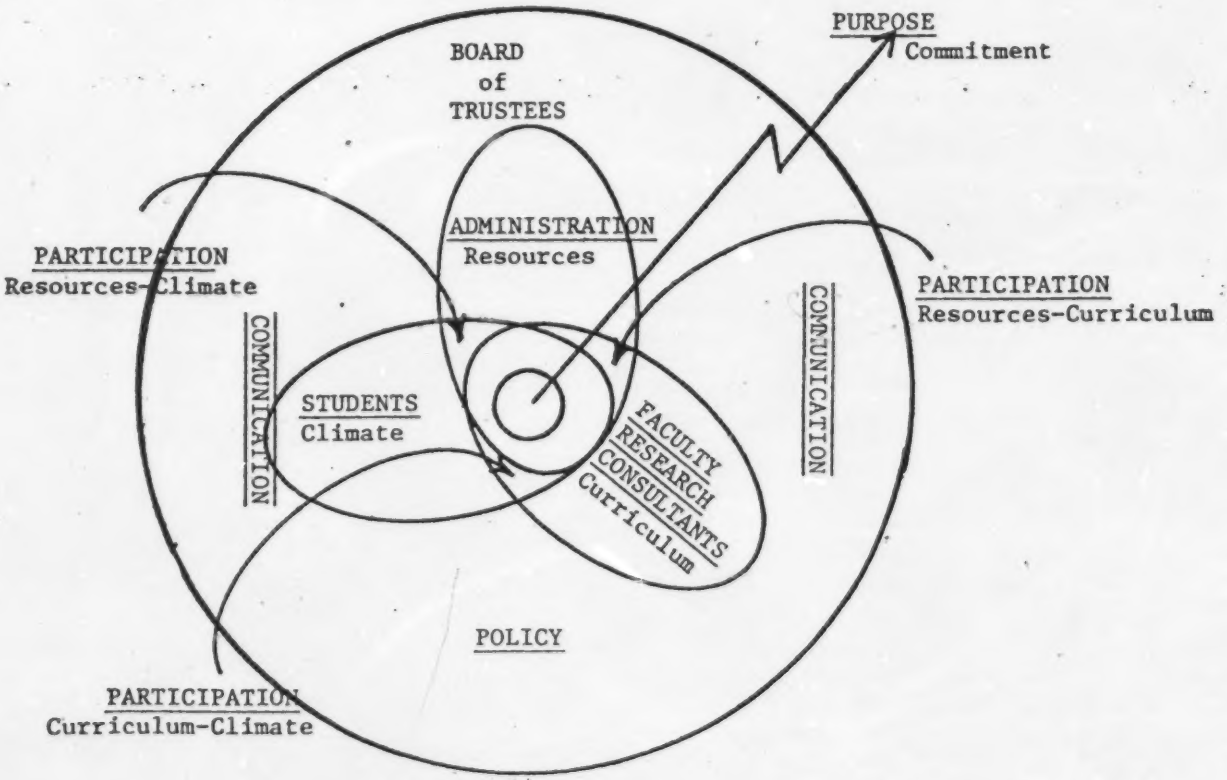


Figure 2
PURPOSE-DRIVEN
ORGANIZATION



1. Operating work--the effort required to manage what is in existence, to build it, to exploit its potential, and to care for its problems (1974, p. 524).

2. Top management work--the efforts required to gather information, to identify problems, to analyze alternative decisions, to make decisions, and to reevaluate the results of these decisions (1974, p. 607).

3. Innovative work--the efforts required to change social or economic environment, to change human behavior, and to create new wealth or potential of action (1974, p. 785).

Each of the discussed designs can be used for all types of work, yet each type of effort is required in a cooperative interinstitutional arrangement (Kast, 1970, p. 459).

Cooperative administrative organizations are reflective of the purposes of the contributions to be made to member institutions. Drucker observes that structure follows strategy (1974, p. 523). The organizational structure is a means for attaining goals and objectives. The efforts for cooperation which have failed were diametrically opposed to the organizational objectives to be achieved. Consortia which have been successful are those sensitive to the goals and objectives as the organization was formulated. These goals determine the key activities capable of functioning and performing. In turn, activities provide the seed of growth elements for future expansion.

When the term "multi-purpose consortium" was applied to an interinstitutional cooperative arrangement in the past, it was generally accepted to mean a group of institutions sharing multi-academic programs in a formal, long-term financial agreement requiring some level of central leadership (Patterson, L., 1973, p. 2). This term retains much of the organizational and purpose implications, but has expanded to include more than academic programs and more than member contributions.

Current multi-purpose consortia range from small enrollment institutions closely related in geographical locations (CPC) to collections of institutions representing a variety of sizes, purposes, and missions (DMVC). Each

serves to advance goals and objectives of the specific campuses while expanding not only the academic programs, but also funding sources, research activities, development plans, and community services (CPC, p. 3; DMVC, p. 7; ACUIIS, Bylaws, p. 4).

Operational organization varies from a small, centralized staff on one member campus, to the vast resources of the Union for Experimenting Colleges and Universities' central research and development operation at Yellow Springs, Ohio. From the evidence in organizational charters, bylaws, and consortia publications, the multi-purpose consortia follow the organization of major business enterprises. The more abstract and academic the services, the more decentralized and autonomous the control structure. The Central Pennsylvania Consortium (CPC) well represents this form. It provides a cultural expansion program of block-bookings for activity on individual campuses, a student exchange program, and foreign study program. This is achieved with one professional and two clerical assistants from a member campus (CPC, 1975, p. 6). Other similar organizations would include the Great Lakes Colleges Association, East Central College Consortium, and the Twin Cities Intercollege Cooperative.

Strong central organization results from more research and information distribution activities. The best example of this form of power-driven organization would be the Association of Colleges and Universities of Interinstitutional-Intercultural Studies (ACUIIS). From a central headquarters in Nashville, Tennessee, this organization provides research, library sources, and program coordination for a variety of colleges and universities scattered throughout the United States. This more concrete and service-oriented consortium has a strong executive director and an extensive central staff devoted to gathering information, funding searches, development of programs, and center operations (ACUIIS, 1975, p. 14). This organizational type serves as a resource of expertise and technical assistance which no one member institution would be able to afford; therefore,

a strong central organization serves to direct task-oriented activities directly relating to member's institutional goals.

The Dayton-Miami Valley Consortium (DMVC) is organized along dual lines. The central staff has primary responsibilities for research, development, and project funding, but most educational programs are directed from institutional campuses. A central office represents the DMVC members in grant awards administration, basic and developmental research, resource allocation, and long-range planning for the consortium (DMVC, 1974, p. 3). Individual program elements and joint educational offerings are supervised by the individual campus most directly affected by the program, or who has the most utilitarian facilities for the offering. Packaging research is conducted in a research program coordinated by the central staff. An instructional television recording unit is supervised by three institutional members, then the results are distributed to other interested members (DMVC, 1974, p. 1). This combination of organizational types represents the diverse mission of this consortium. A "knowledge organization" (Drucker, 1974, pp. 443-454) results from a need to organize along the strategy that different types of work require different organizations. Successful multi-purpose consortia are organized in a manner which supports this theory.

Special purpose organizations are mainly of two types: (1) the Title III Consortia, and (2) the Library Facilities Consortia. Each operates in response to external pressures.

The Higher Education Act of 1965 (P.L. 89-329), Title III, was:

> "To assist in raising the academic quality of colleges which has the desire and potential to make a substantial contribution to the higher education resources of the nation but which for financial and other reasons are struggling for survival and are isolated from the main currents of academic life ...to encourage and assist in the establishment of cooperative arrangements under which these colleges may draw on the talent and experience of our finest colleges and universities, and on the educational resources of business and industry, in their efforts to improve their academic quality."

This presented the opportunity for colleges to improve student services, faculty development, administrative techniques, and curriculum offerings. As could be anticipated from hasty action, many cooperatives were formed not in support of institutional goals, but in the search for other, less valuable, but more opportune goals. Two of the less successful features were the Texas Association of Developing Colleges, Inc. (TADC) and the Council of Higher Education Institutions in New York City (CHEINYC). The efforts of CHEINYC were redirected by the Title III requirements in 1969. The original charter goals of 1957 were realigned so that the organization could serve the requirements of Title III and also to serve as a recruitment organization for German National Students (Chronical of Higher Education, March 16, 1975, p. 5). Dr. Lacey, ex-director, reported in a letter of March 5, 1975, that these conflicting goals and interinstitutional misunderstandings were the elements serving to destroy the association. CHEINYC was declared bankrupt and disbanded in November, 1974.

Successful Title III efforts have been those which remained small--often only single-purpose bilateral arrangements between two or three institutions. These arrangements serve limited needs to limited clientele. Several examples of these organizations are listed by L. Patterson (1974, pp. 7-14). The College Education Achievement Project (CEAP) is a consortium of developing institutions which operate parallel compensatory programs for high-risk, low income minority students. Management of the program comes from the Southern Association of Colleges and Schools. The Arkansas College program with the University of Arkansas provides for administrative and management improvement through processes administrated from the University of Arkansas. The Baptist College at Charleston, South Carolina, has developed a program for remedial learning and guidance, in addition to curriculum development, in biology and chemistry with the University of Georgia. The coordination comes from the University of Georgia.

The majority of programs developed through Title III funds are administered by larger organizations, usually a state or private research university. This, then, reduces the idea of cooperation to simple contracted services in special areas of need. The justification for this expenditure of federal funds or nonpublic education relates to the "educational resource" concept in the bill itself. These arrangements are also prividing another method for financing private higher education (Orwig, 1971).

A form of recognition is necessary in order to make possible the mobility of students, provide a degree of protection for institutions, and indicate a degree of quality (Dickey, 1974, p. 56). This institutional recognition comes from another form of interinstitutional cooperation--an accreditation agency. These regional and national organizations fit into two types: (1) those with general institutional purposes and (2) those with specific program or specialized purposes (AAHE, 1974, p. 35).

A regional arrangement is usually reflective of the social needs and desires of a specific area, while possessing sufficient power to protect individual institutions from local governmental pressures deemed harmful to educational goals. This flexibility serves all higher education by providing a control unit not directly related to governmental influences, making it more responsive to the changing needs of society. This control unit then provides a diversity of control spread through society, professional representatives (peer group), and educational administrators (Drucker, p. 57).

Programs and specialized accreditation serves basically the same function as the regional agencies. The activities of professional certification generate considerable power and influence which transcends the autonomy of the institutions and the governmental controls provided by state governance systems (Selden, 1960, pp. 101-104).

The universal purposes for general institutional and professional program accreditation are broad statements:

1. assess educational effectiveness
2. encourage improvements of educational endeavors
3. assure adequate planning, resource allocation, and evaluation for educational goal attainment
4. provide assistance to developing institutions
5. protect institutions against jeopardizing encroachments

(NWASHS, 1973, pp. 1-2; MCACSS, 1974, p. 1)

The organizational structure used most commonly by these agencies reflect two levels of purpose. The more abstract level, as stated above, requires a decentralized, highly qualified staff of evaluators. The more concrete level, that of establishing and administrating criteria and standards, requires a central staff with resources sufficient to operationalize the abstract purpose statements (Drucker, pp. 402-405). The Northwest Association of Secondary and Higher Schools operates the accreditation function for higher education through the Higher Commission. A subunit of the Association itself, the Commission serves as a board of directors. The Commission has a chairman and executive director. Membership on the Commission represents all areas of higher education. The commissioners serve without pay and are staff members of member institutions. They are elected at annual meetings to serve staggered three-year terms (NWASHS, p. 1). These professional educators serve as establishers of policy with expert knowledge in their area of responsibility. They are highly qualified to set abstract missions for the organization. The executive director then has the responsibility for developing processes, coordinating the communication efforts, and actualizing the procedures required to support these purposes. Generic to the processes is the incorporation of individual experts who serve for a limited time on any evaluation team (NCACSS, pp. 49-50). This organization indicates the basic organizational forms discussed earlier:

1. Abstract functions encourage decentralized organizational forms.
2. Concrete functions encourage centralized organizational forms.

A dual organizational structure is also evident in other similar cooperative organizations. The Western Interstate Commission for Higher Education (WICHE) is similarly organized, as are most professional groups. A central

office supports direct activities of a support nature, while professional members serve on task forces whose efforts are directed toward specific, short-term projects of activities in support of the organizational goals or missions. (WICHE, 1971, p. 3).

IV. ANALYSIS AND CONCLUSIONS

The organization and administration of cooperative interinstitutional arrangements indicate that logical business forms of structure are being used by successful ventures. Relative relationships are evident between function and structure in all types of consortia organization. Size of the membership, student enrollments, geographic locations, and types of services offered influence structure, but only to the degree dictated by the purposes, or missions, to be operationalized. Abstract and highly professionalized purposes are supported by decentralized and individualized structures. Concrete and service purposes require more centralized structural forms. Therefore, successful cooperative arrangements require: (1) clear purpose identifications, (2) careful supportive planning, and (3) realistic operations. This can be done by:

1. identifying and ordering of values in institutions to establish educational priorities
2. surveying the priorities of other institutions
3. encouraging students, faculty, and administrators to develop projects
4. participating in long-range planning of educational resource use and allocation
5. providing support for cooperative activities
6. developing cooperative projects which support institutional values and purposes
7. supporting cooperative structural organization best designed to achieve the level of purpose
8. evaluating cooperative efforts periodically
9. redesigning, reidentifying, restructuring as needed to achieve institutional values and goals

To serve higher education/post-secondary education effectively, consortia will need to retain the classical concept of teacher-student: a flexible and creative climate for learning. At the same time, consortia will need to effectively use educational resources for central purposes. This dual function is consortia.

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